DOCUMENT RESUME

ED 177 280 CE 017 068

AUTHOR Gebhart, Richard; Peter, Richard
TITLE Competency Based Professional Education Sequence for Newly Hired VTAE Teachers. Final Report, October 1, 1976-June 30, 1977.
INSTITUTION Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
BUREAU NO 19-091-151-227
PUB DATE Jun 77
NOTE 101p.; Not available in paper copy due to light print

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Educators; *Beginning Teachers; *Competence; Curriculum Development; Inservice Teacher Education; *Performance Based Teacher Education; Preservice Education; *Teacher Certification; *Teacher Education Curriculum; *Vocational Education Teachers
IDENTIFIERS *Wisconsin

ABSTRACT

This study was performed to develop a competency-based professional education sequence (termed "spiral curriculum") which would provide pre-service and in-service training for new vocational instructors hired directly from trade and industry. Specific objectives were (1) to identify a comprehensive list of professional education competencies needed by a vocational teacher, (2) to select survival competencies and identify the appropriate level needed for first-year teachers, (3) to structure a pre-service educational experience, (4) to develop curriculum plans for follow-up in-service training, and (5) to articulate the plan into the existing Wisconsin certification requirements. A comprehensive list of first-year survival competencies was developed for phase 1 of the spiral curriculum based on a review of studies which list professional education competencies needed by vocational teachers. Phase 2 competencies were selected for follow-up in-service and met the requirements of two courses: methods of teaching and course construction. A curriculum management system including a student competence evaluation system was devised to provide a structured framework for effective use of the performance based modules. In phase 3 students will complete courses in classroom evaluation, principles of vocational education, educational psychology, and introduction to guidance. (Competencies identified for each phase are appended.) (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED177280

Final Report
Project No. 19-091-151-227
Oct. 1, 1976-June 30, 1977

Competency Based Professional Education Sequence For Newly Hired VTAE Teachers

Richard Gebhart
Richard Peter

University of Wisconsin-Stout
Industrial Teacher Education Department
Menomonie, Wisconsin

June, 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

CE 017 068

DO NOT FILM THIS PAGE

A REPORT OF PROJECT #19-091-151-227
"COMPETENCY BASED PROFESSIONAL EDUCATION SEQUENCE
FOR NEWLY HIRED VTAE TEACHERS"

Dr. Richard Gebhart and Dr. Richard Peter, Project Directors

October 1, 1976-June 30, 1977

STATEMENT OF THE PROBLEM

Each fall new staff members are hired directly from the trade or industry to serve as full-time instructors in the vocational schools of Wisconsin. This transition process from the trade into the role of a teacher is of great importance to the new teacher and also to the students being taught that first year.

To know a trade or technology is one thing, to teach it another. The new teacher facing a class for the first time needs immediate help in order to make the initial teaching experience a successful one.

Considerable care is exercised in the preparation of new teachers during an undergraduate B.S. program. Courses are properly sequenced, trial lessons are criticized and an off-campus supervised student teaching experience is provided. Yet, no serious attention is given to the professional teacher training for the new teacher coming directly from a trade or technical field. Some local help is given to new teachers by the assistant director for instructional services, department chairman and fellow teachers; however, this help is more of an orientation type because of the time limitations of the staff.

Presently, the certification requirements are such that a person who has seven or more years in the trade can enter teaching immediately under provisional certification. No professional teaching experience is required; however, the new teacher must take at least four credits each year towards the requires 12 credits for certification.

Unfortunately, the delivery system for offering certification courses throughout the state is such that the ideal sequence of courses may not be available to the new teacher.

PURPOSE

The major purpose of this study was to develop a competency-based professional education sequence which will provide pre- and in-service training for the new teacher. The professional education sequence refers to an intensive pre-service short term teacher training period which will focus on "survival skills" to get the new teacher started in the classroom (referred to as Phase I in this curriculum design). Some of these same competencies and others required of vocational teachers will be developed to a higher level during the ensuing in-service training periods (Phase II and Phase III) which lead to certification. The entire sequence of Phase I, II and III is referred to in this study as the "spiral curriculum" for new VTAE teachers.

OBJECTIVES

1. Identify a comprehensive list of professional education competencies needed by a vocational teacher.

2. Select "survival" competencies and appropriate level needed for job entry by first-year teachers.

3. Structure a pre-service educational experience which includes the survival competencies.

4. Develop curriculum plans for follow-up in-service training which will lead to completion of competencies in the areas of course construction, methods of teaching and evaluation of educational activities for certification purposes.

5. Articulate the above plan into the existing VTAE certification requirements which include Introduction to Guidance to Ed. Psychology. A similar experience needs to be developed and provided as a first step (survival skills) in process of gaining full VTAE certification for new teachers. Once the new teacher is on the job, additional professional experiences are needed as follow-up to the introductory experience. It is at this critical point of the new teacher's experience that ongoing support be provided in the form of individualized instruction and other related activities. Furthermore, the new teacher can benefit from on-site supervision by VTAE curriculum specialists and visitations by university teacher educators. (See Appendix A for proposal.)

PROCEDURE

Project Directors Dr. Gebhart and Dr. Peter worked toward the achievement of the objectives according to the following procedures:

1. Review studies which list professional education competencies needed by a vocational teacher. The studies that proved to be most beneficial to this project are:

   a. Performance Based Teacher Education Study from Ohio State (October, 1976) which produced a "Vocational Teacher Competency Profile." This competency listing and the modules designed to meet those competencies provided a base for the project.

   b. Teaching Career Analysis: "Model Curricula for Vocational and Technical Teacher Education" by Calvin Cotrell (October, 1970- Ohio State) was used for its background information on the development of teacher education competencies.

   c. "Pre-service Needs of New York State Vocational Education Instructors" by Donald Dayer (BOCES Service, Lancaster, New York, 1977) identified occupational teachers' pre-service needs. The Ohio State PBTE module to meet the competencies that were identified in the study were also listed.

d. "Professional Education Competencies Needed by Beginning VTAE Teachers" by Esther Maier, U.W.-Stout, 1977. This study identified competencies seen as needed within the first three months of teaching, six months, one year and two years of teaching vocational subjects.

e. "Competency-Performance Based Teacher Education for Vocational Teacher Educators" a delphi study by a project at the University of Maine at Portland-Gorham, 1976. The report of this study identified Ohio State modules which would be required of new teachers in a pre-service vocational teacher education program. The study also identified a "survival kit" of modules which would be necessary to assure teaching success of the individual entering vocational teaching directly from trade or occupation.

2. "Survival" competencies and appropriate levels needed for job entry by first year teachers were selected. A decision was made to utilize the Maier study as the basic list of competencies since it represents a broad vocational base (Vo. Ag., D.E., Health, Business, Home Ec. and T & I) and it also reflects the thinking of Wisconsin VTAE personnel.

The next step was to identify the "survival" competencies. The results of the Maier study were tabulated and compared to the results of the Dayer study and the University of Maine study. Competencies which appeared in the survival skills list of any one of these studies were included in a preliminary list. A great deal of agreement exists among the three studies and a comprehensive list of "survival" competencies was developed. Ohio State modules (PBTE modules) designed to meet each competency were also listed. The competencies not included in the "survival" list would be met in in-service and other coursework (Phases II and III of the Spiral Curriculum). Appropriate levels for each competency were then identified according to four levels of competency: awareness, job entry, first year, and full certification. The criteria used by the project staff to establish appropriate levels for each competency were:

1. The rank ordering of competencies in the Maier, Dayer and Maine studies which identified the survival competencies.

2. The curriculum content of two courses that would comprise a full year in-service experience: Methods of Teaching and Course Construction.

3. The professional judgment of the teacher educators who were directors of the project.

A set of cards was made up to record the following information for each competency: competency statement, competency number, its rank according to the three studies, its level (awareness, job entry, first year and certification), suggested student activity to meet the competency, PBTE module number, and suggested evaluation of the competency. This deck of cards was then separated into categories appropriate for the survival week experience, the in-service experience, and other coursework. (See Appendix B for sample card.)

FINDINGS AND RESULTS

1. A pre-service educational experience was designed to include the survival competencies. (See Appendix C for the course outline of survival week experiences and the competencies to be met for that week.) Three teacher educators from the Industrial Teacher Education Department were selected to conduct the survival week experience (Dr. Duane Johnson, Dr. Neal Prichard, Dr. Roger Schaefer). They assisted in the development of the survival week outline and the learning activities to be used to meet the competencies.

2. Curriculum plans for follow up in-service were developed by selecting competencies for Phase II. Two courses were identified as being appropriate for the one year in-service experience: Methods of Teaching for two credits and Course Construction for two credits. The competency deck was reviewed and competencies were selected to meet the requirements of these courses. (See Appendix D for the competency list.)

   A curriculum management system was also devised to provide a structured framework for effective utilization of the PBTE modules and other learning experiences for the new teachers. (See Appendix E.) The system includes: (1) library reading lists, (2) audio-visual materials lists, (3) seminars to be conducted by teacher-educators from Stout (on site and via telelecture), and (4) on site supervision by VTAE personnel and Industrial Teacher Education faculty from Stout.

   This management system was presented to administrators of VTAE districts at a conference held at Stout June 27-28. The conference was conducted by Dr. Phil Ruehl and Dr. Neal Prichard. It dealt with the implementation of Ohio State's Performance Based Teacher Education modules in Phase I and II of the spiral curriculum. The areas of cooperative effort that is necessary between VTAE personnel and Stout I.T.E. faculty were identified and discussed.

   The management system also includes a check-off system in which each student is evaluated in regard to each competency. This evaluation indicates which PBTE modules have been completed and evaluated and which ones have been used as references in meeting appropriate competencies. A final review of each individual's competency evaluation sheet will be made at the end of the first year by Stout faculty and grades will be given for coursework that is successfully completed. In some instances, where deficiencies are noted, the student will be required to make it up in some way, depending on the nature of the deficiency. Minor deficiencies may be made up by reviewing an appropriate PBTE module and completing the evaluation form at the end. Other deficiencies may require enrollment in a seminar or independent study so that the help of an instructor is available to the student in making up the deficiency.

3. Instructional materials have been selected to support the curriculum design in its various stages of implementation. The primary source will be the PBTE modules from Ohio State. However, a suggested list of professional teacher education texts, journals, audio-visuals and other materials will be made available to library personnel in each VTAE

district so that a resource center may be set up or expanded to provide the new teachers with ready access to current literature in education.

4. The spiral curriculum can be integrated with existing VTAE certification requirements which include Introduction to Guidance and Educational Psychology. The following chart shows the articulation of courses in the spiral curriculum.

Phase I	Phase II	EVALUATION	Phase III
Late Summer (August) "Survival Skills for New Teachers"	During Academic Year (Sept. through May) "Methods of Teaching and Course Construction"		(Summer Sessions 1 & 2) (8 weeks) Classroom Evaluation Principles of VTAE Intro. to Guidance Ed. Psych. Indept. Study
	Evaluation of Student		
1 Credit	3 Credits		8 or 9 Credits

Phase III will be accomplished through students completing discrete courses in Classroom Evaluation, Principles of Vocational, Technical and Adult Education, Educational Psychology and Introduction to Guidance. Each of the above is a two-credit course. A one-credit independent study may be taken to complete deficiencies identified during Phase II. Those students who would like to enroll in any of the courses listed in Phase III may attend a Summer Session at Stout, or they may take the course(s) at various sites throughout the state where they are offered as part of the Extension offerings. (See Appendix F for competencies to Phase III.)

5. Those who select the Summer Session option will have the added advantage of having resource facilities (library) and summer session staff to help with assignments and coursework. The summer session option is designed for the summer immediately following the year of in-service work. However, the spiral curriculum design is flexible enough to allow the students to complete the coursework listed under Phase III at any time that is convenient for them.

CONCLUSIONS AND RECOMMENDATIONS

The appendices (attached) contain copies of the curriculum design and management system for the Competency Based Professional Education Sequence for Newly Hired VTAE Teachers. The following recommendations are made as a result of this study:

1. The "survival week" experience should be conducted at Stout August 8-12. The design and delivery system of the survival week will be evaluated and revised as necessary.

2. Phase II of the spiral curriculum should be initiated during the 1977-78 school year. Problems need to be identified and solved as the year progresses and changes need to be made in the curriculum design as deemed necessary by project staff.

3. Phase III should be offered during the summer of 1978 to complete the certification sequence for the new VTAE teachers.

4. The entire spiral curriculum should be evaluated to determine if it is meeting the goals as outlined in the proposal for funding.

5. A revised spiral curriculum should be developed and implemented as an on-going offering for new teachers in the VTAE system.

APPENDIX A

Proposal

DO NOT FILM THIS PAGE

TITLE: COMPETENCY BASED PROFESSIONAL EDUCATION SEQUENCE FOR NEWLY HIRED VTAE TEACHERS

PROJECT DIRECTOR: Phil Ruell

SCHOOL OF INDUSTRY AND TECHNOLOGY: Herbert Anderson, Chairman

CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION: Orville Nelson, Co-Director

Harold Halfin, Co-Director

CENTER FOR RESEARCH AND EDUCATIONAL IMPROVEMENT: Ray Szymanski, Director

GRANTS FISCAL OFFICER: Sue Haugen

GRADUATE COLLEGE: Nelva Runnalls, Dean

VICE CHANCELLOR: Wesley Face

AUTHORIZING OFFICIAL: Robert S. Swanson, Chancellor

DATE: April, 1977

STANDARD FINANCIAL REPORT
(VE-AS-14)

1. Project No. [ ]

1. Project Title Competency Based Professional Education Sequence for Newly Hired VTAE Teachers

3. Budget Proposal No. [ ] 4. Expenditure Report No. [ ] Final Claim [ ] 5. Encumbrance Report No. [ ] Final Claim [ ]

6. Report Period From October 1, 1976 To September 30, 1977

	Amount Reported	Amount Claimed	Category Total
7. Personal Services			
1. Supervisory	$		
2. Guidance & Counseling			
3. Recruitment			
4. Clerical (50 hours @ $3.08/hr.)	154		
5. Custodial			
6. Instructional (2 faculty - 2 weeks each)	2,104		
7. Para-Profession.			
8. Other Services Itemized			
9. Fringe Benefits (20.4-staff, 5.85-LTE)	439		
10. Consultants			$ 2,697
8. Equipment			
1. Repairs & Services	$		
2. Rental of Equipment			
3. Instructional Equipment			
4. Instructional Materials (PBTE)	300		
5. Audio Visual Aids			
6. Other Capital Expenditures			$ 300
9. Travel	$		$
10. Supplies			
1. Textbooks & Workbooks	$ 100		
2. Supplies			$ 100
11. Other Costs			
1. Rental of Space	$		
2. Utilities (long distance telephone)	10		
3. Duplicating	150		
4. Other Costs Itemized (postage, xerox)	40		$ 200
12. Total Direct Costs	$ 3,297		$ 3,297
13. Indirect Costs 8 %	264		264
14. Total Costs	$ 3,561	$	$ 3,561
15. Local/State Matching Funds %			$
16. Federal Funds Requested %			$

Date 4-2-77

District Director 11 or Authorized Signature

PROPOSAL FOR PLANNING COMPETENCY BASED PROFESSIONAL EDUCATION SEQUENCE LEADING TO VTAE CERTIFICATION FOR NEWLY HIRED VOCATIONAL TEACHERS

Introduction

Each fall new staff members are hired directly from the trade or industry to serve as full-time instructors in the vocational schools of Wisconsin. This transition process from the trade into the role of a teacher is of great importance to the new teacher as to the students being taught that first year.

Presently the certification requirements are such that a person who has seven or more years in the trade can enter teaching immediately under provisional certification. No professional teaching skills are required; only that the teacher must take at least four credits each year towards the required 12 credits.

The delivery system of certification courses throughout the state is such that the ideal sequence of courses may not be available to the new teacher. Hence, an additional delivery system complete with instructional materials and an evaluation program needs to be developed.

Purpose

The major purpose of this proposal is to develop a curriculum plan for a competency-based professional education sequence which will provide pre- and in-service training for the new teacher. The curriculum is to be developed for an intensive pre-service training period of one week which will focus on survival skills to get the new teacher started in the classroom. In addition, curriculum plans will be developed for an in-service training period for the academic school year to include visitations by teacher educators and in-service seminars for the new teachers. Finally, curriculum plans will be developed for a summer program which allow participants to complete the training sequence for certification. The overall curriculum plan will provide a sequence which contains alternatives for beginning teachers to develop the competencies and complete the course work for gaining full VTAE certification.

Objectives

1. Review a comprehensive list of professional education competencies needed by a vocational teacher.

2. Select "survival" competencies and appropriate level needed for job entry by first year teachers.
3. Structure a pre-service educational experience which includes the survival competencies.
4. Develop curriculum plans for follow-up in-service training which will lead to completion of competencies in the areas of course construction, methods of teaching and evaluation of educational activities for certification purposes.
5. Review and select instructional materials which support the curriculum design in its various stages of implementation.
6. Articulate the above plan with the existing VTAE certification requirements which include Introduction to Guidance and Ed. Psychology.
7. Develop a summer program which will allow participants to complete requirements for certification.

Rationale

To know a trade or technology is one thing, to teach it another. The new teacher facing a class for the first time needs immediate help in order to make the initial teaching experience a pleasant one.

Considerable care is exercised in the preparation of new teachers during an undergraduate B.S. Program. Courses are properly sequenced, trial lessons are criticized, and an off campus supervised student teaching experience is provided. Yet, no serious attention is given to the professional teacher training for the teacher coming directly from a trade or technical field. Some local help is given to new teachers by the assistant director for instructional services, department chairman and fellow teachers; however, this help is more of an orientation type because of the time limitations of the staff.

About six years ago U.W.-Stout conducted two USOE intensive summer workshops for early retirees from industry who expressed a desire to teach. The value of that type of pre-service experience is still being exclaimed by the participants. A similar experience needs to be developed and provided as a first step (survival skills) in process of gaining full VTAE certification for new teachers.

Once the new teacher is on the job, additional professional experiences are needed as follow-up to the introductory experience. It is at this

critical point of the new teacher's experience that on-going support be provided in the form of individualized instruction and other related activities. Furthermore, the new teacher can benefit from on-site supervision by VTAE curriculum specialists and visitations by university teacher educators.

Procedure

A thorough review of existing vocational teacher competencies has been completed by Project # 19-075-151-227 entitled "Professional Education Competencies". This list of competencies will be reviewed by the project staff and will be utilized in the curriculum development.

The tasks will be priority-rated and at least two competency levels will be identified. One level will be identified for survival during the first year of teaching and the second level for the fully certified teacher.

Once the survival skills are identified, project staff who are professional teacher educators will structure an appropriate delivery system. The first step will include a pre-teaching workshop followed by the professional education sequence leading to VTAE certification. This pre-service experience will be ready for testing in August, 1977.

Concurrent with the development of the pre-service experience, alternative delivery systems will be identified for the development of the higher level teaching skills plus those excluded from the "survival" list. This would be done by the same personnel as identified for the pre-service design.

The proposed curricular sequence will involve the student in all identified competencies and the coursework necessary for VTAE certification. Upon satisfactory completion of the total sequence, twelve (12) undergraduate credit hours will have been earned.

Facilities and Staff

The curriculum development work should be done on a university campus which has a rather complete resource service in vocational education. This would limit the work to either the U.W.-Madison or U.W.-Stout campus. Also during the development stage of the delivery system for the "survival"

skills, the support of an instructional technology facility would be needed. Because these support areas and a center for vocational education exists at U.W.-Stout, it is suggested that the work be done at that institution.

Two professional teacher educators at U.W.-Stout (Dr. Gebhart and Dr. Peter) will develop the curriculum plan for the proposed competency-based program.

Evaluation

Upon completion of the pre-service training design, the sequence would be made available to the 1977-78 new staff for the participating district vocational schools. At least three supervisory visits would be made during the 1977-78 school year to the participating schools. These visits would focus on the validation of the level and comprehensiveness of the pre-service training experiences. In addition, these visits would be used to articulate the program, confer with the VTAE supervisors and lend assistance to the new teacher.

A budget sheet is attached. The total cost of this project is estimated to be $3,561.

APPENDIX B

Sample Competency Card

DO NOT FILM THIS PAGE

COMPETENCY #: _____

COMPETENCY: _____

RANK/S: _____

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY	INST. PHASE
AWARENESS				
JOB ENTRY				
FIRST YEAR				
CERTIFICATION				

APPENDIX C

Course Outline
and
Spiral Curriculum Competencies

DO NOT REMOVE THIS PAGE

PROCEDURE FOR PHASE I

(one-week pre-service)

The following procedure is designed to provide specific detail for meeting the pre-service workshop objectives. It contains a tentative schedule of daily activities for the week. It includes:

Week of August 15-19, 1977

MONDAY:	A.M.	Introduction to Workshop Introduction of Participants and Staff Overview of Workshop Where This Week Fits into Certification Requirements Placing VTAE in its Proper Perspective
	P.M.	Learning and Motivation (How do people learn?) Learning Theory Motivation of Students Assessing the Level and Set of the Learner
TUESDAY:	A.M.	Course Content (What to teach-organized to assist the student learner) Occupational-Task Analysis Selection of Content V-TECHS DACCUM Organizing Unit Scope and Sequence Objectives/Competencies Lesson Planning Identification of Learning and Teaching Activity
	P.M.	Lab Activity Develop Unit Organization Plans
WEDNESDAY:	A.M.	Continue Work from Tuesday P.M.
	P.M.	Teaching Methods (How to teach people successfully) Lecture and Discussion Techniques Demonstration Techniques Laboratory Activities-Manipulative Activity Planning Audio-Visual Aids Lab Activity: Development of Lesson Plans for Micro-Teaching
THURSDAY:	A.M.	Teaching Methods Continued Completion and Critique of Lesson Plans
	P.M.	Micro-teaching of Developed Lesson Present and Critique Micro-lesson
FRIDAY:	A.M.	Continue Micro-teaching
	P.M.	Evaluating Instruction-Student and Instructor (How do we know the student has learned?) Student Evaluation-Test Construction and Rating Scale Construction Instructor Evaluation: Student, Peer, Self, Supervisor

DO NOT FILM THIS PAGE

SPIRAL CURRICULUM

Phase I

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #6: Develop program goals and objectives.			
wareness	Review previously developed program goals and objectives	--	Classroom discussion, classroom evaluation
COMPETENCY #7: Utilize an occupational analysis of an occupational area.			
Awareness	Discuss the purposes of an occupational analysis.	--	Same
COMPETENCY #11: Conduct a student follow-up study.			
Awareness	Study the basic purposes of a follow-up study.	--	Same
Job Entry	Same	--	Same
COMPETENCY #13: Apply knowledge of vocational legislation and vocational funding to program planning.			
Awareness	Discuss ways and means of procuring program funding from various organizations.	--	Classroom participation, classroom evaluation
COMPETENCY #17: Determine course prerequisites.			
Awareness	Participate in class discussion about course articulation.	--	Same
Job Entry	States course prerequisites.	--	Accuracy of statements about prerequisites
First Year	Same	--	Same

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #18: Determine needs and interests of the students.			
Awareness	Participate in class discussion on selecting content and methodology.	--	Class participation, class evaluation
Job Entry	Same	--	Same
COMPETENCY #19: Write course outlines.			
Awareness	Participates in class discussion. Examines examples of course outlines.	--	Same
Job Entry	Identifies/selects an outline for the course(s) to be taught in VTAE school.	--	Appropriateness for course level, completeness of scope and sequence of content
COMPETENCY #20: Identify course objectives.			
Awareness	Participate in class activity. Examine samples of course objectives.	--	Class participation, class evaluation
Job Entry	Identifies course objectives for course(s) to be taught. Utilize course objectives to identify units of instruction in the course outline.	--	Appropriateness for course level, appropriateness of unit content
COMPETENCY #21: Plan unit of instruction.			
Awareness	Participate in class discussion. Examines samples of units.	--	Class participation, class evaluation
Job Entry	Examines/analyzes units of instruction identified for course(s) to be taught.	--	Appropriateness for course level, appropriateness of scope and sequence.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #22: Write a lesson plan.			
Awareness	Participate in class discussion, critiques sample plans.	--	Class participation, class evaluation
Job Entry	Develops lesson plans for micro-teaching cognitive, affective and psychomotor lessons.	B-4	Completeness and organization of lesson plan, see teacher assessment form B-4.
COMPETENCY #23: Write performance objectives in behavioral terms.			
Awareness	Participates in class activity on writing behavioral objectives.		Class participation, class evaluation
Job Entry	Writes student performance objectives for micro-teaching.	B-2	See teacher assessment form B-2.
COMPETENCY #24: Determine the sequence of course content.			
Awareness	Participate in class discussion.	--	Class participation, class evaluation
Job Entry	Identifies sequence of content for courses to be taught.	--	Appropriateness of sequence.
COMPETENCY #25: Apply general psychological principles of how people learn.			
Awareness	Participate in class discussion, draws inferences for teaching strategies.	--	Class participation, class evaluation
COMPETENCY #26: Recognize individual learning characteristics and learning styles.			
Awareness	Participates in class discussion, draws inferences for teaching strategies.	--	Class participation, class evaluation

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #28: Evaluate and select commercial teaching materials, A-V media and equipment.			
Awareness	Discuss utilization of a variety to teaching materials and media in vocational education.	--	Class participation, class evaluation
Job Entry	Examine a variety of materials and media and operate AV equipment. Select appropriate materials and media for courses to be taught.	B-5	Appropriateness of materials and media, see teacher assessment form B-5.
COMPETENCY #33: Present information by using effective communication skills.			
Awareness	Discuss value of effective communication in teaching.	--	Class participation, class evaluation
Job Entry	Identify and practice communication skjlls in micro-teaching.	--	Critique micro-teaching lessons for appropriate use of effective communication skills
COMPETENCY #34: Create student involvement and participation in discussion.			
Awareness	Discuss value and methodology of involving students in class discussion.	--	Class participation, class evaluation
Job Entry	Involve students in discussion during micro-teaching lessons.	--	Evaluation form for micro-teachir
COMPETENCY #36: Demonstrate a manipulative skill.			
Awareness	Participates in class discussion about how to demonstrate a manipulative skill.	--	Class participation, class evaluation
Job Entry	Demonstrates a manipulative skill in a micro-teaching lesson.	C-16	Evaluation form for micro teaching, see teacher assessment form C-16.
COMPETENCY #37: Utilize appropriate questioning techniques.			
Awareness	Participates in class discussion on appropriate questioning techniques.	--	Class participation, class evaluation
Job Entry	Utilizes appropriate questioning techniques in micro-teaching lessons.	--	Evaluation form for micro-teachir teacher assessment form C-12.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #38:	Use audio-visual aids appropriately and effectively, such as projectors, models, bulletin boards, chalkboard		
Awareness	Participates in class discussion about the value and use of audio visual aids in teaching.	--	Class participation, class evaluation
Job Entry	Utilizes appropriate audio visual aids in micro-teaching.	C15, C22, C23, C29	Evaluation form for micro-teaching, teacher assessment forms C15, C22, C23, C29
COMPETENCY #39:	Conduct lab instructions and activities.		
Awareness	Participates in class activities dealing with conducting lab instruction.	--	Class participation, class evaluation
Job Entry	Devises strategy for conducting lab instruction and activities for courses to be taught.	C-7	Appropriateness of lab experiences, teacher assessment form C-7
COMPETENCY #42:	Use outside resources such as speakers, field trips, professional materials.		
Awareness	Discuss value and utilization of outside resources in teaching.	--	Class participation, class evaluation
COMPETENCY #43:	Select appropriate special ed techniques for special students such as handicapped/disadvantaged.		
Awareness	Develop awareness of needs of handicapped/disadvantaged students.	--	Class participation, class evaluation
COMPETENCY #44:	Guide individual student learning activities.		
Awareness	Discuss ways to guide individual student learning activities in teaching.	--	Class participation, class evaluation
COMPETENCY #45:	Involve students in applying problem solving techniques.		
Awareness	Study ways to involve students in applying problem solving techniques.	--	Class participation, class evaluation

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #47: Individualizing instruction.			
Awareness	Study ways of individualizing instruction in teaching.	--	Class participation, class evaluation
COMPETENCY #49: Select best method for putting content into action, such as lecture, small group, etc.			
Awareness	Study methods for putting content into action including lecture, discussion, demonstration, etc.	--	Class participation, class evaluation
Job Entry	Practice selected methodologies in micro-teaching lessons.	C9, C10, C11, C12, C13, C14	Micro teaching critique forms, teacher assessment forms C 9, C10 C11, C12, C13, C14
COMPETENCY #50: Determine standards/criteria for course objectives and/or student outcomes.			
Awareness	Review the elements of a measureable objective (intent, conditions, level of performance).	--	Classroom participation, classroom evaluation
Job Entry	Write a measureable objective that contains level of performance for lessons.	D-1	See teacher assessment form in Modules
COMPETENCY #51: Select evaluation procedures appropriate to course objectives.			
Awareness	Discuss procedures that could be used in evaluation of students.	--	Classroom participation, classroom evaluation
COMPETENCY #52: Develop appropriate measuring or testing procedures for assessing student achievement.			
Awarene s	Study and discuss testing procedures.	--	Classroom participation, classroom evaluation
COMPETENCY #53: Assess important student attitudes.			
Awareness	Study the measuring of attitudes and their importance to learning.	--	Classroom participation, classroom evaluation.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #54: Use student feedback to evaluate instruction.			
Awareness	Discuss types of student feedback.	--	Classroom participation, classroom evaluation
COMPETENCY #55: Apply self-evaluation techniques to evaluating teaching performance.			
Awareness	Discuss teacher performance and ways of improving it.	--	Classroom participation, classroom evaluation
COMPETENCY #56: Evaluate immediate student achievement to determine course effectiveness.			
Awareness	Study the relationships between course effectiveness and student achievement.	--	Classroom participation, classroom evaluation
COMPETENCY #57: Follow up on student's success after graduation.			
Awareness	Discuss the purposes of a follow-up study.	--	Classroom participation, classroom evaluation
COMPETENCY #58: Determine student grades.			
Awareness	Study the types and purposes of grades and grading.	--	Classroom participation, classroom evaluation
COMPETENCY #64: Maintain student achievement records.			
Awareness	Study and examine various ways to record student achievement.	--	Class participation, class evaluation
COMPETENCY #65: Organize and maintain classroom and laboratory.			
Awareness	Study ways to organize and maintain classrooms and labs in VTAE schools.	--	Class participation, classroom evaluation
Job Entry	Identify organization and maintenance strategies for courses to be taught.	E-8	Teacher assessment form E-8.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #66: Project and plan for instructional materials needed.			
Awareness	Examine a variety of instructional materials for courses to be taught.	--	Class participation, classroom evaluation
Job Entry	Select appropriate instructional materials for courses to be taught.	E-1	Teacher assessment form E-1, bibliography lists
COMPETENCY #67: Provide for student safety and first aid needs.			
Awareness	Study safety and first aid procedures.	--	Class participation, class evaluation
COMPETENCY #72: Understand group processes and dynamics-how people work together.			
Awareness	Discuss group dynamics.	--	Class participation, class evaluation
Job Entry	Integrate group activities into curriculum plan for courses to be taught.	--	Appropriateness of plans.
COMPETENCY #74: React sensitively to needs and feelings of students.			
Awareness	Discuss ways to develop awareness of needs and feelings of students.	--	Class participation, class-evaluation
COMPETENCY #78: Act as resource person for individual student needs outside of classroom.			
Awareness	Discuss value of and techniques for helping students outside of classroom.	--	Class participation, class evaluation
COMPETENCY #80: Utilize student personnel services to help meet student needs.			
Awareness	Study services available to students in VTAE schools.	--	Class participation, class evaluation, tour of VTAE school facilities.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #87: Prepare and provide displays and informational materials about program for community use.			
Awareness	Review various media used to promote the program in the school.	--	Classroom evaluation, classroom participation
COMPETENCY #88: Develop and maintain good working relationships with state and local educators.			
Awareness	Study the structure of education in the state.	--	Classroom evaluation, classroom participation
COMPETENCY #89: Obtain feedback from educators and community persons on effectiveness of program.			
Awareness	Discuss ways in which feedback might be received from community and educators.	--	Classroom participation, classroo evaluation
COMPETENCY #101: Maintain expertise in professional and occupational area.			
Awareness	Identify areas of continued studies in ones professional and occupational area.	--	Class participation, classroom evaluation
Job Entry	Determine needs to be met for job entry and obtain necessary training.	I-1	Relevance of continued experience and study to job requirements, teacher assessment form I-1
COMPETENCY #102: Work effectively as a member of an educational team.			
Awareness	Study value and utilization of educational teams.	--	Class participation, classroom evaluation
Job Entry	Determine how one is going to be involved in educational team at VTAE schools.	I-2	VTAE school policies, teacher assessment form I-2
COMPETENCY #103: Become involved in out-of-classroom activities that will enhance success of teacher.			
Awareness	Become acquainted with out-of-class activities that contribute to teacher success.	--	Class participation, class evaluation

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #105:	Understand the VTAE philosophy and mission in Wisconsin.		
Awareness	Read about and discuss VTAE philosophy.	--	Class participation, class evaluation
COMPETENCY #112:	Relate classroom instruction with student's on-the-job training.		
Awareness	Discuss the purpose relationship of classroom instruction to on-the-job training.	--	Classroom participation, classroom evaluation

APPENDIX D

Competency List

DO NOT FILM THIS PAGE

ITE Dept.
U.W.-Stout

SPIRAL CURRICULUM

Phase II

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #3: Plan and conduct a community survey to determine community needs.			
Awareness	Participate in classroom discussion of why community surveys are conducted.	--	Class participation, class evaluation
Job Entry	Same	--	Same
First Year	Study ways of conducting community survey to determine community needs (jobs).	A-1 A-2 A-3	See teacher assessment form in modules.
Certification	Same	--	Same
COMPETENCY #4: Use information obtained from a community survey in planning a program.			
Awareness	Classroom discussion of how survey information is used in program planning.	--	Class participation, class evaluation
Job Entry	Locate survey information that might be useful in developing a program.	--	Show evidence that surveys have been done in related vocational areas.
First Year	Utilize survey information to lay out an actual or simulated vocational program.	A-6	See teacher assessment form in module.
Certification	Same	--	Same
COMPETENCY #5: Initiate and organize an advisory committee for an occupational program.			
Awareness	Review a procedure for starting an advisory committee.	--	Class participation, class evaluation
Job Entry	Analyze the procedures that might be used for initiating an advisory committee.	--	Cite the advantages/disadvantages of a selected procedure for initiating an advisory committee.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #6: Develop program goals and objectives.			
Job Entry	Relate previously developed program goals and objectives to their programs.	--	Identify specific relationships between broad program goals and major objectives.
First Year	Same	--	Same
Certification	Prepare a set of goals for a specified program with related objectives.	A-6	See teacher assessment form in module.
COMPETENCY #7: Utilize an occupational analysis of an occupational area.			
Job Entry	Review several occupational analyses.	--	Show how various occupational analyses relate to objective of a program.
First Year	Same	--	Develop major course goals from an occupational analysis.
Certification	Identify several uses for an occupational analysis in program development.	A-7	See teacher assessment form in module.
COMPETENCY #8: Use an existing task analysis in developing a program such as V-Tecs, Ohio State, etc.			
Awareness	Discuss commercial materials previously developed such as V-Tecs, Ohio State, etc.	--	Class discussion, class evaluatio
COMPETENCY #9: Develop a course of study for a program.			
Awareness	Review types and purposes of courses of study.	--	Class discussion, class evaluatio
Job Entry	Review examples of courses of study for their content area.	--	Indicate the advantages of various types of course of study.
First Year	Follow a course of study prepared by someone else.	A-8	Show evidence of using a course of study in their teaching.
Certification	Develop a course of study for classroom use.	A-8	Produce a usable course of study.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #10: Make long-range plans for program.			
Awareness	Discuss the purposes of long-range plans.	--	Class discussion, class evaluation
Job Entry	Identify ways in which long-range plans serve vocational teachers.	--	Indicate several ways to aid the vocational educator.
Certification	Analyze the long-range plans of a vocational school and relate them to their discipline.	--	Show how long range plans are used in curriculum and instruction.
COMPETENCY #17: Determine course prerequisites.			
Certification	Revises course prerequisites as needed.	--	Rationale for revision.
COMPETENCY #18: Determine needs and interests of the students.			
First Year	Completes module B-1.	B-1	See teacher assessment form B-1.
Certification	Same	--	Same
COMPETENCY #19: Write course outlines.			
First Year	Modifies course outline(s) as needed. Revises outline for next year.	--	Same
Certification	Same	--	Same
COMPETENCY #20: Identify course objectives.			
First Year	Provides experience to meet course objectives. Revises course objectives where needed.	--	Effectiveness of instruction, rationale for revisions.
COMPETENCY #21: Plan unit of instruction.			
First Year	Revises units of instruction to meet needs.	B-3	See teacher assessment form B-3, rationale for revisions.
Certification	Same	--	Same

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #22: Write a lesson plan.			
First Year	Develops lesson plans for every class to be taught.	--	Notebook containing every lesson plan, completeness, organization of plans.
Certification	Revises lesson plans as needed.		Same
COMPETENCY #23: Write performance objectives in behavioral terms.			
First Year	Writes student performance objectives for lessons to be taught.	B-2	Same (as needed)
Certification	Revises performance objectives as needed.		Rationale for revisions.
COMPETENCY #24: Determine the sequence of course content.			
First Year	Develops sequence of content as needed to meet course objectives.	--	Effectiveness of course.
Certification	Revises sequence of content as needed.	--	Rationale for revisions.
COMPETENCY #25: Apply general psychological principles of how people learn.			
First Year	Utilizes principles in teaching classes.	--	Teacher evaluation form.
COMPETENCY #26: Recognize individual learning characteristics and learning styles.			
Job Entry	Participates in class discussion, draws, inferences for teaching strategies.	--	Class participation, class evaluation
First Year	Same	--	Same
COMPETENCY #28: Evaluate and select commercial teaching materials, A-V media and equipment.			
First Year	Adds to collection of materials and media as needed.	--	Appropriateness of materials and media.
Certification	Revises collection of teaching materials as needed.	--	Same

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #29:	Develop original materials if needed such as instructional packages.		
Awareness	Discuss utilization of teacher developed materials.	--	Class participation, class evaluation
Job Entry	Identify needs for teacher developed materials.	--	List of needs.
First Year	Develop materials as needed.	B-6	See teacher assessment form B-6.
Certification	Same	--	Same
COMPETENCY #33:	Present information by using effective communication skills.		
First Year	Utilize communication techniques in teaching.	--	See lesson critique form.
Certification	Same	--	Same
COMPETENCY #34:	Create student involvement and participation in discussion.		
First Year	Involves students in class discussions.	C-2	See lesson critique forms, see teacher assessment form C-2.
COMPETENCY #35:	Employ brainstorming techniques.		
Awareness	Discuss methodology for employing brainstorming techniques in teaching.	--	Class participation, class evaluation
First Year	Employs brainstorming techniques in teaching.	C-3	See lesson critique form, see teacher assessment form C-3.
COMPETENCY #36:	Demonstrate a manipulative skill.		
First Year	Gives demonstrations while teaching.	--	See lesson critique forms.
COMPETENCY #37:	Utilize appropriate questioning techniques.		
First Year	Utilizes appropriate questioning techniques in teaching.	--	See lesson critique form.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #38: Use audio-visual aids appropriately and effectively, such as projectors, models, bulletin boards, chalkboard.			
First Year	Utilizes appropriate audio-visual aids in teaching.	C24, C25, C26, C27	Lesson critique forms, teacher assessment forms C24, C25, C26, C2
COMPETENCY #39: Conduct lab instructions and activities.			
First Year	Provides lab instruction and activities.	--	Lesson critique forms.
Certification	Revises lab instruction and activities as needed.		Appropriateness of revisions.
COMPETENCY #40: Use simulation and replication activities.			
Awareness	Discusses use and value of simulation and replication activities in teaching.	--	Class participation, class evaluation
Job Entry	Identify need and application of simulation and replication activities in courses to be taught.	--	Appropriateness of activities to meet course objectives.
First Year	Utilizes simulation and replication activities where needed.	C-5	Lesson critique forms, teacher assessment form C-5.
Certification	Revises/develops new simulation and replication activities where needed.	--	Appropriateness of activities to meet course objectives.
COMPETENCY #41: Direct students in instructing other students.			
Awareness	Discuss value and identify appropriate situations for students instructing other students in courses to be taught.	--	Class participation, class evaluation
First Year	Supervises students instructing other students where needed.	--	Appropriateness and effectiveness of activity.
COMPETENCY #42: Use outside resources such as speakers, field trips, professional materials.			
Job Entry	Determines need for outside resources and identifies types and implementation strategy.	--	Rationale for identified needs, feasibility of implementation strategy.
First Year	Utilizes outside resources where appropriate.	C-20, C-1	Teacher assessment form C-20, C-1.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #43: Select appropriate special ed techniques for special students such as handicapped/disadvantaged.			
Job Entry	Develop strategies for instructing slower and more capable learners.	C-14	Teacher assessment form C-14.
First Year	Implements strategies for instructing students with special needs.	C-14	Teacher assessment form C-14.
COMPETENCY #44: Guide individual student learning activities.			
Job Entry	Develop strategies for guiding individual student learning activities in courses to be taught.	C-6, C-7	Teacher assessment form C-6, C-7.
First Year	Implement strategies for guiding individual student learning activities in courses.	--	Lesson critique form.
COMPETENCY #45: Involve students in applying problem solving techniques.			
Job Entry	Develop strategies for involving students in applying problem solving techniques.	--	Appropriateness of strategies.
First Year	Implement strategies for involving students in applying problem solving techniques.	C-8	Teacher assessment form C-8.
COMPETENCY #46: Use programmed instructional materials.			
Awareness	Discuss advantages and disadvantages of programmed instruction.	--	Class participation, class evaluation.
Job Entry	Determine utilization of programmed instruction in courses to be taught.	C-28	Teacher assessment form C-28.
First Year	Implement programmed instruction where needed.	--	Effectiveness of programmed instruction.
COMPETENCY #47: Individualizing instruction.			
Job Entry	Develop strategies for implementing individualized instruction in courses to be taught.	C-18	Teacher assessment form C-18.
First Year	Implement individualized instruction where appropriate in classes.	--	Lesson critique form, teacher evaluation form.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #49: Select best method for putting content into action, such as lecture, small group, etc.			
First Year	Utilizes a variety of teaching strategies in classes.	C9, C10, C11 C12, C13, C14	Lesson critique forms, supervisor evaluation forms.
COMPETENCY #50: Determine standards/criteria for course objectives and/or student outcomes.			
First Year	Establish criteria for student outcomes for a course of study.	D-1	See teacher assessment form in modules.
Certification	Same (complete classroom evaluation course)	D-1	Same
COMPETENCY #51: Select evaluation procedures appropriate to course objectives.			
Job Entry	Review methods and procedures of evaluating lessons- (based on all domains).	--	Prepare a lesson level evaluation scheme which relates objectives to evaluation.
COMPETENCY #52: Develop appropriate measuring or testing procedures for assessing student achievement.			
Job Entry	Analyze the testing procedures appropriate for their courses.	--	Select a plan they can use to assess student achievement.
COMPETENCY #53: Assess important student attitudes.			
Job Entry	Discuss various outward exhibits of attitudinal indicators.	--	Give examples of how attitudes are illustrated.
COMPETENCY #54: Use student feedback to evaluate instruction.			
Awareness	Discuss types of student feedback.	--	Class participation, class evaluation
Job Entry	Review ways in which a teacher receives student feedback.	--	Identify several ways a teacher receives student feedback.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #55: Apply self-evaluation techniques to evaluating teaching performance.			
Job Entry	Discuss teacher performance and ways of improving it.	--	Class participation, class evaluation
COMPETENCY #56: Evaluate immediate student achievement to determine course effectiveness.			
Awareness	Study the relationships between course effectiveness and student achievement.	--	Class participation, class evaluation
COMPETENCY #58: Determine student grades.			
Job Entry	See Module D-5 "Determine Student Grades".	D-5	See "Performance Assessment Form"
COMPETENCY #61: Prepare vocational budgets and reports.			
Awareness	Study types and uses of various budgets and reports used in VTAE schools.	--	Class participation, class evaluation
Job Entry	Determine budgets and reports required of VTAE teachers.	E-1 E-2	Teacher assessment form E-1, E-2.
First Year	Maintain budgets and records as needed.	--	Effectiveness of budget and record system.
COMPETENCY #62: Organize and maintain a filing system.			
Awareness	Study examples of filing systems.	--	Class participation, class evaluation
Job Entry	Develop plans to organize and maintain a filing system.	E-4	Teacher assessment form E-4.
First Year	Organize and maintain a filing system.	--	Effectiveness of system.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #63: Plan and organize a classroom and laboratory.			
Awareness	Study ways to plan and organize a classroom and lab.	--	Class participation, class evaluation.
Job Entry	Identify needs for courses to be taught.	--	Rationale for changes
First Year	Make improvements where possible, develop plans for future changes.	E-3	Appropriateness of change, teacher assessment form E-3.
COMPETENCY #64: Maintain student achievement records.			
Job Entry	Set up student achievement record format for classes to be taught.	--	Appropriateness of record format.
First Year	Maintain student achievement records. Revise where needed.	--	Effectiveness of record format.
COMPETENCY #65: Organize and maintain classroom and laboratory.			
First Year	Organize and maintain the classrooms and labs. Revise when needed.	E-9	Teacher assessment form E-9.
COMPETENCY #66: Project and plan for instructional materials needed.			
First Year	Have instructional materials ready when needed.	--	Lesson evaluation form.
Certification	Revises lists of instructional materials for all courses.	--	Appropriateness of revised lists.
COMPETENCY #67: Provide for student safety and first aid needs.			
Job Entry	Develop a safety program for students in courses to be taught.	E-5	Teacher assessment form E-5.
First Year	Practice safe work habits and enforce all safety rules. Provide first aid when needed.	E-6	Effectiveness of safety program. Teacher assessment form E-6.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #62: Project and plan for expanding facilities.			
Awareness	Examine plans for vocational facilities.	--	Class participation, class evaluation
Job Entry	Begin a file of facility plans for courses to be taught.	--	Completeness of file.
First Year	Identify needs for facility improvement.	E-3	Rationale for facility changes, teacher assessment form E-3.
Certification	Plan for facility expansion if possible.	--	Appropriateness of plans.
COMPETENCY #69: Assist students in developing self discipline.			
Awareness	Study ways to motivate students to develop self-discipline.	--	Class participation, class evaluation
Job Entry	Integrate motivation techniques into over all teaching strategies.	E-7	Teacher assessment form E-7.
First Year	Encourage self discipline in students.	--	Teacher evaluation form.
COMPETENCY #74: React sensitively to needs and feelings of students.			
Job Entry	Discuss ways to develop awareness of needs and feelings of students.	--	Class participation, class evaluation
First Year	Demonstrate sensitivity to needs and feelings of students in class.	--	Teacher evaluation form.
COMPETENCY #75: Develop positive and professional attitudes in students toward world of work.			
Awareness	Study ways to help students develop positive and profes- attitudes toward world of work.	--	Class participation, class evaluation
First Year	Encourage positive and professional attitudes in students.	--	Teacher evaluation form.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #76:	Conduct student-teacher conferences and discuss students' progress.		
Awareness	Discuss ways to conduct student teacher conferences.	--	Class participation, class evaluation
Job Entry	Integrate student-teacher conferences into teaching strategies where needed.	F-3	Teacher assessment form F-3.
First Year	Utilize student-teacher conferences where appropriate.	--	Effectiveness of student teacher conferences.
COMPETENCY #77:	Provide information and guidance on educational and career opportunities.		
Awareness	Familiarize oneself with D.O.T. Occupational Outlook Handbook and other career guidance materials.	--	Class participation, class evaluation
Job Entry	Provide for guidance opportunities in curriculum plans for classes to be taught.	F-4	Teacher assessment form F-4.
First Year	Provide guidance and direct students to sources of educational and career opportunities.	F-5	Teacher assessment form F-5.
COMPETENCY #79:	Select and use necessary student background information.		
Awareness	Identify and discuss types of student background information, study laws governing confidentiality of student records.	--	Class participation, class evaluation
First Year	Utilize student background information where appropriate in teaching classes.	F-1 F-2	Teacher assessment form F-1, F-2.
COMPETENCY #85:	Interact and communicate effectively with those in the community.		
Awareness	Study ways in which the teacher can work with the community.	--	Class participation, class evaluation
Job Entry	--	--	Identify several ways the teacher could work with the community.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #85 continued			
First Year	Review school-community contacts.	G-8	Select and contact one firm or person and discuss the possibility of them visiting the school or the teacher visiting them.
COMPETENCY #86: Make presentations to community groups to promote vocational programs.			
Awareness	Discuss ways in which vocational programs could be promoted in the community.	--	Class participation, class evaluation
Job Entry	Same	--	Same
First Year	Review the procedures for giving a community talk.	G-2	Identify a presentation that could be given in the community.
Certification	See Module G-3.	G-3	Know how an open-house is planned and conducted.
COMPETENCY #87: Prepare and provide displays and informational materials about program for community use.			
Job Entry	Review various media used to promote the program in the school.	--	Class participation, class evaluation
First Year	Study uses of brochures and displays in promoting the program.	G-3 G-4	Identify examples of brochures and displays that could be used to promote the program.
Certification	Study uses of news releases, radio and TV in promoting the program.	G-5 G-6	Identify ways of using newspapers, radio, and TV in promoting the program.
COMPETENCY #88: Develop and maintain good working relationships with state and local educators.			
Job Entry	Study the structure of education in the state.	--	Class participation, class evaluation
First Year	Review various ways teachers are involved with other educators.	G-9	Identify specific ways in which the teacher can participate in profession at state and local levels.

LEVEL	STUDENT ACTIVITY	PSTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #89: Obtain feedback from educators and community persons on effectiveness of program.			
Job Entry	Discuss ways in which feedback might be received from community and educators.	--	Class participation, class evaluation
COMPETENCY #93: Sponsor and supervise student vocational organization activities.			
Awareness	Study implications of student vocational organizations.	--	Class participation, class evaluation
COMPETENCY #94: Activate student participation in state, regional, and national student organization events.			
Awareness	Study implications of student organizations.	--	Class participation, class evaluation
COMPETENCY #95: Maintain the student organization as an integral part of the program offerings.			
Awareness	Study implications of student organizations.	--	Class participation, class evaluation
COMPETENCY #96: Guide students in planning and financing a yearly program for student vocational organization.			
Awareness	Study implications of student organizations.	--	Class participation, class evaluation
COMPETENCY #97: Provide leadership and learning experiences through student vocational organization activities.			
Awareness	Study implications of student organizations.	--	Class participation, class evaluation
COMPETENCY #98: Develop a personal philosophy concerning vocational organization.			
Awareness	Study implications of vocational organizations.	--	Class participation, class evaluation

	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #101:	Maintain expertise in professional and occupational area.		
First Year	Seek additional expertise in professional and occupational areas.	--	Relevance of continued experience and study to job requirements
COMPETENCY #102:	Work effectively as a member of an educational team.		
First Year	Work as a team member according to school policies.	--	VTAE school policies.
COMPETENCY #103:	Become involved in out-of-classroom activities that will enhance success of teacher.		
Job Entry	Determine type and extent of involvement.	I-4	VTAE school policies, teacher assessment form I-4.
First Year	Participate where appropriate.	--	VTAE school policies.
COMPETENCY #104:	Develop a professional philosophy of education.		
Awareness	Read, examine and discuss professional philosophies of education.	--	Class participation, class evaluation
Job Entry	Determine one's own philosophy of education.	I-3	Consistency of thought, relevance to VTAE system of education, teacher assessment form I-3.
First Year	Continue to re-evaluate one's philosophy as it relates to VTAE programs.	--	Same
COMPETENCY #105:	Understand the VTAE philosophy and mission in Wisconsin.		
Job Entry	Read about and discuss VTAE philosophy.	--	Class participation, class evaluation
First Year	Same	--	Same

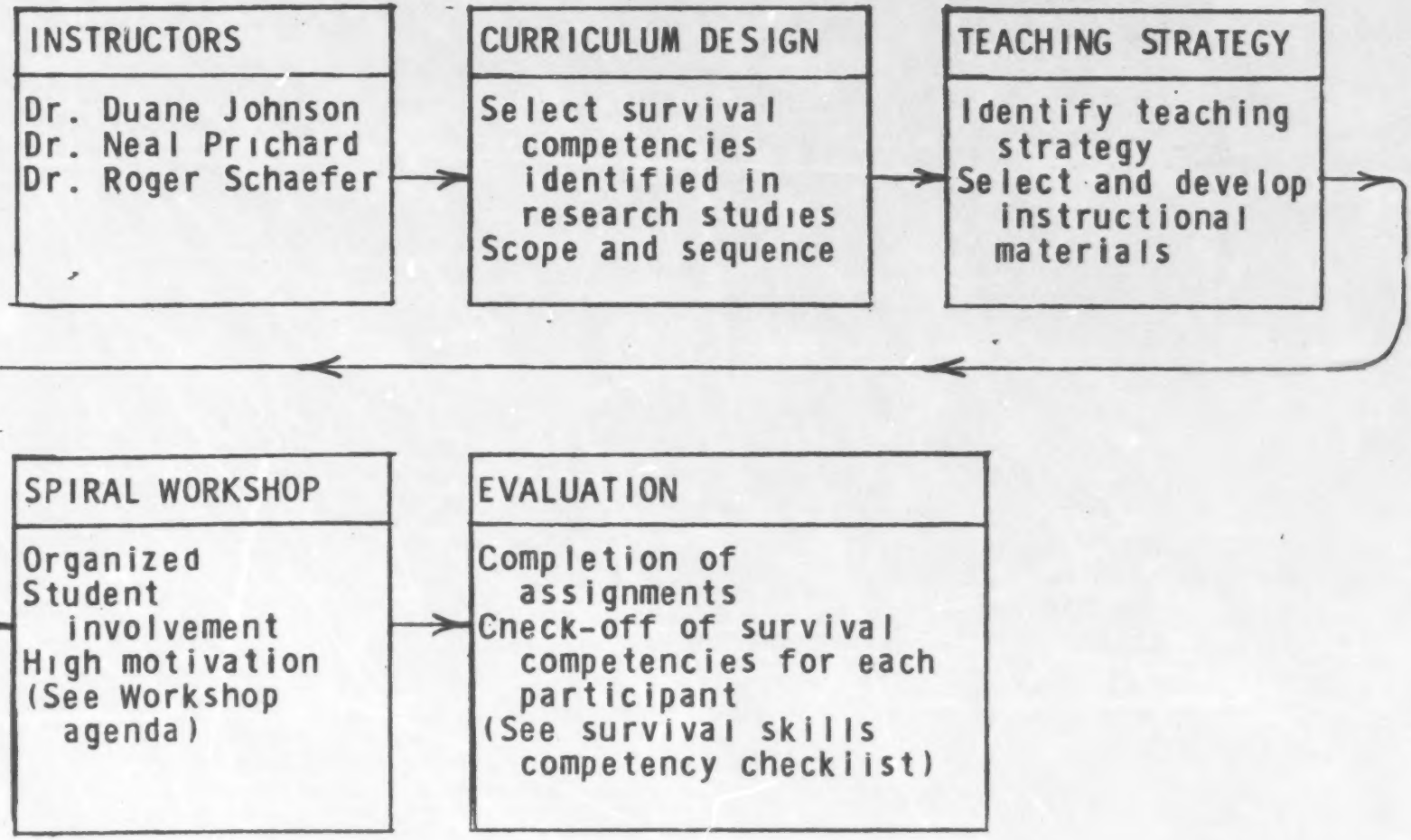
APPENDIX E

Spiral Curriculum Model

DO NOT FILM THIS PAGE

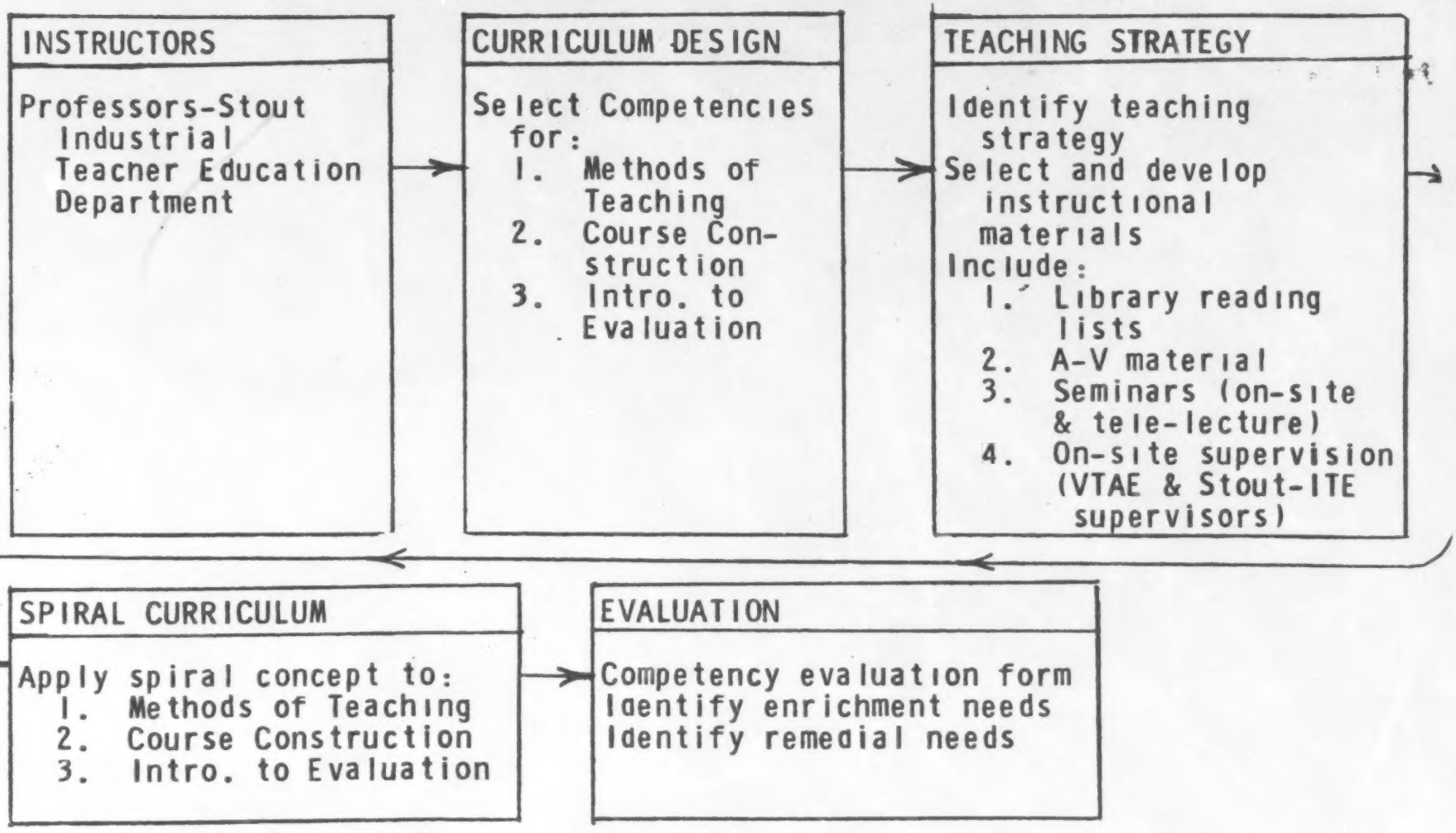
SPIRAL CURRICULUM MODEL

PHASE I-Survival Skills for Beginning Teachers
(one week in August=1 credit)



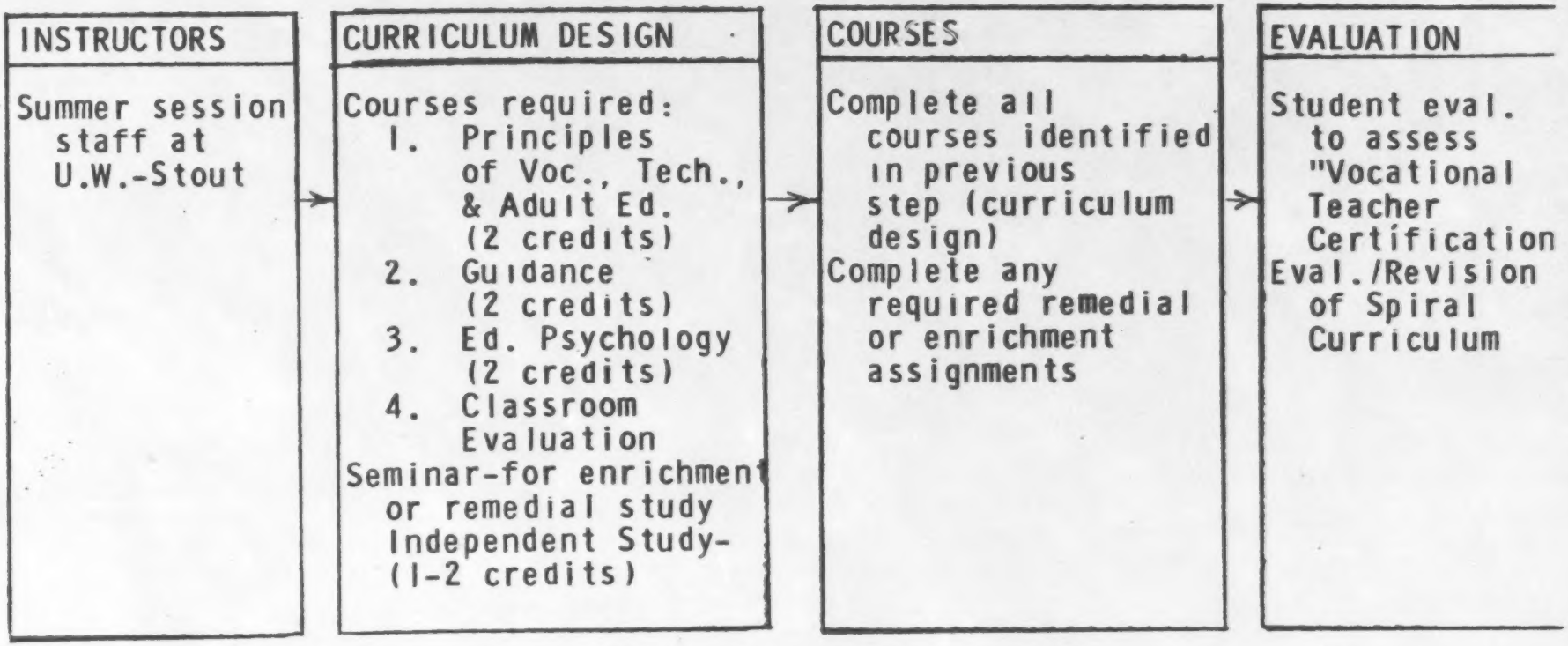
SPIRAL CURRICULUM MODEL

PHASE II-In-Service Developmental Phase in Course Construction, Teaching Methods and an Introduction to Evaluation
(September to June=4 Credits)



SPIRAL CURRICULUM MODEL

PHASE III-Discrete Courses Plus Enrichment/Remedial Needs
(eight-week summer session=eight credits or more)


INSTRUCTORS
Summer session staff at U.W.-Stout
CURRICULUM DESIGN
Courses required:
1. Principles of Voc., Tech., & Adult Ed. (2 credits)
2. Guidance (2 credits)
3. Ed. Psychology (2 credits)
4. Classroom Evaluation
Seminar-for enrichment or remedial study
Independent Study-(1-2 credits)
COURSES
Complete all courses identified in previous step (curriculum design)
Complete any required remedial or enrichment assignments
EVALUATION
Student eval. to assess "Vocational Teacher Certification
Eval./Revision of Spiral Curriculum

APPENDIX F

Competencies to Phase III

DO NOT FILM THIS PAGE

SPIRAL CURRICULUM

Phase III

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #5: Initiate and organize an advisory committee for an occupational program.			
First Year	Develop a procedure for initiating and maintaining an advisory committee.	A-4 A-5	See teacher assessment form in module.
Certification	Same	Same	Same
COMPETENCY #11: Conduct a student follow-up study.			
First Year	Analyze a follow-up study and draw inferences for use.	--	Show how they could utilize follow-up information.
COMPETENCY #12: Evaluate program effectiveness.			
Awareness	Discuss ways of evaluating program effectiveness.	--	Class participation, class evaluation
Job Entry	Study plans for evaluating program effectiveness.	--	Identify some typical elements that are studied in determining program effectiveness.
First Year	Same	--	Select a plan that can serve as a model for program evaluation.
Certification	Outline a procedure for determining program effectiveness.	A-11	Produce an effective plan for evaluating their program.
COMPETENCY #13: Apply knowledge of vocational legislation and vocational funding to program planning.			
First Year	Review at least one proposal for vocational funding.	--	Select a proposal that might serve as a model for asking for vocational feedback.
Certification	Same	--	Same

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #20: Identify course objectives.			
Certification	Provides experience to meet course objectives, revises course objectives where needed.	--	Effectiveness of instruction, rationale for revisions.
COMPETENCY #25: Apply general psychological principles of how people learn.			
Certification	Completes Ed. Psych., Guidance courses.	--	Completes Ed. Psych. and Guidance courses.
COMPETENCY #26: Recognize individual learning characteristics and learning styles.			
Certification	Completes Ed. Psych, Guidance courses.	--	Completes Ed. Psych., Guidance courses.
COMPETENCY #41: Direct students in instructing other students.			
Certification	Completes Ed. Psych. and Guidance courses.	--	Completes Ed. Psych. and Guidance courses.
COMPETENCY #43: Select appropriate special ed techniques for special students such as handicapped/disadvantaged.			
Certification	Completes Ed. Psych. and Guidance courses.	--	Completes Ed. Psych. and Guidance courses.
COMPETENCY #47: Individualizing instruction.			
Certification	Develop individualized instruction materials/ strategies.	--	Appropriateness of materials and strategies.
COMPETENCY #49: Select best method for putting content into action, such as lecture, small group, etc.			
Certification	Completes Ed. Psych. and Guidance courses.	--	Completes Ed. Psych. and Guidance courses.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #50: Determine standards/criteria for course objectives and/or student outcomes.			
Certification	Establish criteria for student outcomes for a course of study. Complete classroom evaluation course.	D-1	See teacher assessment form in modules.
COMPETENCY #51: Select evaluation procedures appropriate to course objectives.			
First Year	Analyze procedures for developing means of course level evaluation.	D-1	Prepare a course level evaluation scheme which relates objectives to evaluation.
Certification	Apply their evaluation procedure to an entire course. Complete classroom evaluation course.	D-1	Same
COMPETENCY #52: Develop appropriate measuring or testing procedures for assessing student achievement.			
First Year	Prepare tests.	D-2 D-3 D-4	Develop tests for use in their classroom or labs.
Certification	Same Complete classroom evaluation course.	Same	Same
COMPETENCY #53: Assess important student attitudes.			
First Year	Evaluate various attitudes identified through simulated experiences.	D-3	Study pre-prepared attitude scales.
Certification	Review various important attitudes and how to evaluate them. Complete classroom evaluation course.	D-3	Prepare an attitude scale.
COMPETENCY #54: Use student feedback to evaluate instruction.			
First Year	Relate student feedback to improving instruction.	D-6	Show how teachers may improve instruction through student feedback.
Certification	Study systems for improving instruction. Complete course classroom evaluation.	D-6	Prepare a sequence for utilizing student feedback to improve instruction.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #55: Apply self-evaluation techniques to evaluating teaching performance.			
First Year	Relate self-evaluation to improving teaching performance.	D-6	Show how teachers may improve their performance through self-evaluation.
Certification	Study schemes for self-evaluation.	D-6	Prepare a self-evaluation checklis
COMPETENCY #56: Evaluate immediate student achievement to determine course effectiveness.			
Job Entry	Discuss specific ways of identifying student achievement as it relates to course effectiveness.		Identify ways of indicating course effectiveness based upon student achievement.
First Year	Study pre and post-test uses and purposes.	D-6	Prepare a pre- and post-test.
Certification	Simulate a pre- and post-test application and the interpretation of results. Complete course classroom evaluation.		Apply the pre- and post-test results to course effectiveness.
COMPETENCY #57: Follow up on student's success after graduation.			
First Year	Discuss the procedure for conducting a follow-up study.	--	Class participation, class evaluation
Certification	Review follow-up studies and the ways they are used to evaluate the program. Complete course classroom evaluation.	--	Summarize basic ways to use a follow-up study to improve the program.
COMPETENCY #58: Determine student grades.			
Certification	Study various ways of grading students. Complete course classroom evaluation.	D-5	Identify alternative grading schemes.
COMPETENCY #64: Maintain student achievement records.			
Certification	Complete Ed. Evaluation course.	--	Complete Ed. Evaluation course.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #69: Assist students in developing self-discipline.			
Certification	Complete Ed. Psych. and Guidance courses.	--	Complete Ed. Psych. and Guidance courses.
COMPETENCY #72: Understand group processes and dynamics-how people work together.			
Certification	Complete Ed. Psych. and Guidance courses.	--	Complete Ed. Psych. and Guidance courses.
COMPETENCY #73: Build student's self-awareness and self-concept.			
Awareness	Discuss need for developing student self-awareness and self-concept in teaching.	--	Class participation, class evaluation
Job Entry	Identify areas of curriculum which can be utilized to build self-awareness and self-concept.	--	Appropriateness of plans.
First Year	Encourage development of self-awareness and self-concept when possible in class.	--	Teacher evaluation form.
COMPETENCY #74: React sensitively to needs and feelings of students.			
Certification	Complete Ed. Psych. and Guidance courses.	--	Complete Ed. Psych. and Guidance courses.
COMPETENCY #75: Develop positive and professional attitudes in students toward world of work.			
Certification	Complete Ed. Psych. and Guidance courses.	--	Complete Ed. Psych. and Guidance courses.
COMPETENCY #76: Conduct student-teacher conferences and discuss students' progress.			
Certification	Complete Ed. Psych. and Guidance courses.	--	Complete Ed. Psych. and Guidance courses.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #77: Provide information and guidance on educational and career opportunities.			
Certification	Complete Ed. Psych. and Guidance courses.	--	Complete Ed. Psych. and Guidance courses.
COMPETENCY #79: Select and use necessary student background information.			
Certification	Complete Ed. Psych. and Guidance courses.		Complete Ed. Psych. and Guidance courses.
COMPETENCY #84: Plan a program for community and school relations.			
Awareness	Discuss ways in which the community and school interact.	--	Class participation, class evaluation
Job Entry	Same	--	Same
First Year	Same	--	Same
Certification	Review a program in which school-community are involved.	G-1	Outline a simple community-school relations program.
COMPETENCY #85: Interact and communicate effectively with those in the community.			
Certification	See Module G-7. Complete course PVTAE.	G-7	Plan an open house.
COMPETENCY #88: Develop and maintain good working relationships with state and local educators.			
Certification	Investigate professional organizations and government organizations in state. Complete course PVTAE.	G-9	Identify several professional organizations in his field.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #89: Obtain feedback from educators and community persons on effectiveness of program.			
First Year	Review areas where feedback may originate.	G-10	Identify specific feedback courses.
Certification	Locate a specific feedback source. Complete course PVTAE.	G-10	Summarize context of feedback from a community source.
COMPETENCY #101: Maintain expertise in professional and occupational area.			
Certification	Complete deficiencies to meet full certification.	--	Relevance of experience and study to certification requirements.
COMPETENCY #104: Develop a professional philosophy of education.			
Certification	Complete Principles of VTAE.		Complete Principles of VTAE.
COMPETENCY #105: Understand the VTAE philosophy and mission in Wisconsin.			
Certification	Complete Principles of VTAE course.	--	Complete Principles of VTAE course.
COMPETENCY #106: Be knowledgeable of the history and/or foundations of vocational education in Wisconsin and the U.S.			
Awareness	Study Principles of VTAE course.	--	Complete Principles of VTAE course.
Certification	Same	--	Same
COMPETENCY #107: Utilize research procedures in solving professional problems.			
Awareness	Discuss implications of research in solving professional problems.	--	Complete Coop. course.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #108:	Provide lab experience for prospective teachers.		
Awareness	Determine value of and ways to become a cooperating teacher.	--	Class participation, class evaluation
Job Entry	Complete Supervision of Student Teachers course.	--	Complete Supervision of Student Teachers course.
COMPETENCY #109:	Plan student teaching experience.		
Awareness	Determine value of and ways to become a cooperating teacher.	--	Class participation, class evaluation
Job Entry	Complete Supervision of Student Teacher course.		Complete Supervision of Student Teacher course.
COMPETENCY #110:	Supervise student teachers.		
Awareness	Determine value of and ways to become a cooperating teacher.	--	Class participation, class evaluation
Job Entry	Complete Supervision of Student Teacher course.		Complete Supervision of Student Teacher course.
COMPETENCY #111:	Develop a systematic training plan with a cooperating employer.		
Awareness	Discuss the purposes of a coop. program.	--	Class participation, class evaluation
Job Entry	Review the guidelines under which coop. programs operate.	--	Same
First Year	Same		Same
Certification	Same Complete course PVTAE.		Same

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #112:	Relate classroom instruction with student's on-the-job training.		
Job Entry	Discuss the purpose relationship of classroom instruction to on-the-job training.	--	Class participation, class evaluation
First Year	Same	--	Same
Certification	Same Complete course PVTAE.	--	Same
COMPETENCY #113:	Develop and maintain student progress reports in agreement with cooperating employer.		
Awareness	Discuss the purpose and use of progress reports for students in coop. program.	--	Class participation, class evaluation
Job Entry	Same	--	Same
First Year	Same	--	Same
Certification	Same Complete course PVTAE.	--	Same
COMPETENCY #114:	Evaluate and select prospective cooperative training stations.		
Awareness	Discuss the procedure for evaluating and selecting coop. training stations.	--	Class participation, class evaluation
Job Entry	Same	--	Same
First Year	Same		Same
Certification	Same Complete course PVTAE.		Same

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #115:	Select and place prospective students for on-the-job training.		
Awareness	Discuss ways in which coop. students are selected and placed.		Class participation, class evaluation
Job Entry	Same	--	Same
First Year	Same	--	Same
Certification	Same Complete course PVTAE.	--	Same
COMPETENCY #116:	Orient student to policies and training plan for cooperative training.		
Awareness	Discuss the use of policies and training plans for coop. students.	--	Class participation, class evaluation
Job Entry	Same	--	Same
First Year	Same	--	Same
Certification	Same Complete course PVTAE.	--	Same
COMPETENCY #117:	Aid on-the-job instructors in training abilities and techniques.		
Awareness	Complete Coop. course.		Complete Coop. course.
COMPETENCY #118:	Manage attendance, transfers and termination of coop. students.		
Awareness	Complete Coop. Voc. Ed. course.		Complete Coop. Voc. Ed. course.

LEVEL	STUDENT ACTIVITY	PBTE MODULE	EVALUATION OF COMPETENCY
COMPETENCY #119:	Enroll students in coop. program.		
Awareness	Discuss ways in which coop. students are enrolled in the program.	--	Class participation, class evaluation
Certification	Complete course PVTAE.		
COMPETENCY #120:	Prepare for students' related instruction.		
Awareness	Discuss the procedure for developing related instruction.		Class participation, class evaluation
Certification	Complete course PVTAE.		

DO NOT FILM THIS PAGE